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ABSTRACT

This report describes a cooperative project designed to inform area residents of available adult education opportunities and to establish a central information contact point. The regional Adult Education Coordinating Committee compiled a list of adult education courses and services offered by member institutions, devised newspaper and radio advertising, and established a central information service with an automatic telephone answering device. Queries received were answered by mail by the project staff. At the close of the project, 274 individuals had responded to the advertising and had requested further information concerning the adult education offerings within the region. A poll of those enrolled in adult education courses revealed that 26% were aware of the advertising and/or had called the adult education telephone number. It was noted that the project surpassed any previous regional efforts to conduct a broadly based public information effort, and that although the number of responses was less than had been desired, it was felt to have been successful as a public information effort. Appended are advertising scripts, response forms, and a financial statement of the project. (JDS)

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# A TELEPHONE BASED REGIONAL ADULT EDUCATION INFORMATION SERVICE

Report Prepared By

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Project Director

Region 3 Adult Education
Coordinating Committee
Weyers Cave, Virginia 24486

March 1977

Funds for this project were provided by the
Commonwealth of Virginia, Division of Vocational Education
State Department of Education
Richmond, Virginia 23216
and the participating educational institutions.

JC 770 225

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## INTRODUCTION

The coordination of adult education activities between public schools and community colleges in Virginia is encouraged by a state committee which reports annually to the Governor and Members of the General Assembly. This committee is representative of the State Board of Education, the State Department of Community Colleges, and the State Council of Higher Education. The service areas of the community colleges geographically define twenty-three Regional Adult Education Coordinating Committees, which operate under the direction of the state committee. This report stems from the articulation efforts of one such group.

The regional committees foster cooperation between member institutions in determining and satsifying the educational needs of aoults. Making the public aware of available services and soliciting suggestions for future offerings are among the groups' obligations. The unwarranted duplication of facilities and effort are to be minimized by cooperative ventures and regular communication.

In its first year of operation, the Region 3 Adult Education Coordinating Committee pooled and analyzed its course offerings. Several overlaping areas were noted and remedied through awareness and a limited amount of complementary scheduling.

Another regional project consisted of mailing questionnaires to citizens seeking their reactions to the adult education programs and soliciting suggestions for improvements. The response rate was disappointing and the mailing failed to reach a representative number of the region's 162,000 citizens. With sophisticated demographic sampling and exhaustive polling beyond its recources, the committee selected a combination of media and technology as the means of communication with its service area for this project.

## STATEMENT OF THE PROBLEM

The objective was to convey to everyone residing in the region the fact that a variety of adult education services were available locally. A single contact point was to be established for the region's various institutions. Citizens were to be afforded the opportunity to survey the general scope of adult education and to communicate conveniently their requests for more specific information and further services.

Another point to be addressed by the project concerned the assumption that significant numbers of adults would come forth both to take courses and to suggest expanded services if they were made aware of the opportunity to do so. It is assumed that protracted media announcements and ease of responding would provide a reasonable test of this assumption.

Other tasks included the creation of a common list of available services and a cadre of people to maintain it and to respond to questions concerning it. A list of proposed courses was to be maintained. A mailing list for future adult education announcements was also to be generated. Finally, the effectiveness of a low budget telephone and media based adult education information service was to be assessed.

It was assumed that differences existed within the population in both the willingness and the ability to respond to a written survey and announcement of available services. The committee sought to minimize the need for reading and writing skills and the effort associated with them in order to increase participation. Neither a lack of written verbal facility nor the will to respond in that mode were to limit participation.

## PROCEDURE

The project required the designation of responsible personnel, equipping an answering center, compiling a joint list of course offerings, devising media releases, formating responses, and developing means of evaluation.

### Personnel

The committee gave operational responsibility for the

project to the director. With the assistance of the committee members, contacts were established in the five school systems, the community college, two vocational-technical schools, and the adult learning center. The director of finance for one of the school systems managed the funds for the project. No fulltime personnel were involved; professional and clerical time was provided as needed by the cooperating institutions.

Equipment

Arrangements were made for the installation of a telephone and an answering device for the two months preceding the 1976 fall term. The model selected had ample message capacity to greet the callers, inform them of the project's purpose, and instruct them on how to proceed with their response (APPENDIX A). Two hours of the incoming messages could be accumulated without interruption, affording the callers sufficient time for an unhurried statement of their needs.

The equipment was placed in the office of the project director. With the telephone bell deactivated and the answering device operating automatically, no significant disruption resulted. The system functioned around the clock and it was serviced during breaks in the regular office routine.

A cassette tape recorder was used to facilitate the unloading of the answering unit's messages. This limited the amount of time that the main unit was out of service and permitted the unhurried exploitation of the calls. These tapes also proved useful in demonstrating to the committee, and to others who were interested in its work, the precise nature of the calls received.

Course List Compliation

For each course offered, representatives of the member institutions provided the project director with the title, instructor, day and time, costs, location, and whom to contact for registering or obtaining further information. The master list remained an actively changing document throughout the two month project. List maintenance and clarification required regular communication between the participating institutions.

Several by-products of this cooperation were the creation of new courses to satisfy public requests and the facilitation of referrals from oversubscribed classes to those needing additional students at other locations within the region. Information was provided to those who inquired on all similar courses taught in a given geographic area, leaving the choice of instruction attended to the student.

Media Releases

One column by approximately three inch display announcements were purchased on a rotating basis in the three newspapers serving the region (APPENDIX B). Nearly twenty-five such insertions were made in each of the community newspapers over a seven week period.

The initial announcements introduced the service and invited calls to the newly established adult education telephone number. With emphasis continuing on the number, the announcements were broadened to include a generalized listing of the kinds of courses available; the purpose was to inform and to stimulate interest. Newspaper feature stories supplemented the paid announcements (APPENDIX C, D).

Radio stations catering to all segments of the population were provided with public service announcements paralleling the content of those published in the newspapers (APPENDIX E). The intent was to reach those who, by custom or by limited literacy, do not read newspapers.

Response Formats

Initially each call was answered by a brief personal letter. Even with the aid of an automatic typewriter this procedure proved impractical as the volume of the calls increased.

A series of worksheets was developed for the use of the director and the secretary who responded to the calls for course information:

1. Transcrib ng Form - A worksheet was designed for the use of the person taking the requests from the answering device (APPENDIX F). It provided a format for listing the caller's name, address, and the information wanted. After transcribing the day's requests, the forms were compared with the course lists and appropriate referrals were made. A preprinted format accommodated the seven basic course information elements. The completed transcribing form was then provided to the secretary for the preparation of the form letter response. (APPENDIX G).

2. Form Letter - A brief greeting and explanation was prepared and reproduced on the committee's letterhead (APPENDIX G). It contained preprinted basic headings for listing six courses, space for making other comments, a locations key, a telephone contacts key, and a request for the completion and return of a questionnaire.

3. Course Data Summary - Of the 181 total course listings, the thirty-six most frequently requested ones were typed in a style compatible with the form letter and numbered sequentially. With master copies, the seven basic items of information to be conveyed in the response could be communicated from the director to the secretary by the use of a single number representing the desired course data (APPENDIX H).

Evaluation

The project's success will be measured against several sets of criteria:

1. General Population - 162,000 citizens residing in the region's service area.

A. Success in providing the adult education information to the general population will be measured by the scope of the public information effort, to include newspaper circulation statistics and broadcast area coverage.

B. The measure of general population interest in adult education activities will be measured by the number of responses received in the form of information requests and program suggestions.

2. Adult Education Population - 1,408 citizens attending evening adult education programs within the region will be polled by their instructors or program supervisors. A standard format will be used to ascertain how many of the students learned about their classes via the efforts of the project (APPENDIX I).

3. Information Service Respondents - 274 individuals who responded directly to the adult education information service will be provided with return mail questionnaires soliciting their anonymous reactions to the effectiveness of the service and their suggestions for future courses (APPENDIX J).

4. Other Criteria -

A. The compilation of an address list for future mailings, a joint list of current offerings, and an enumeration of proposed services will be evaluated by inspection.

B. The evaluation of the effectiveness of the total project will vary with the reader's perspective. The report will provide data on which to base that judgment.

## ANALYSIS AND FINDINGS

The analysis and findings section has been structured in such a manner as to parrallel the previous section of this report which concerned itself with evaluation. The active phase of the project began in mid-July, 1976, and concluded in mid-September, 1976, with the following results.

1. General Population - Two measures of success are reported:

A. The region's 162,000 citizens were informed of the region's adult education program on an almost daily basis to the extent that the newspaper and radio announcements communicated the facts presented (APPENDIX B, C, D, E). While the frequency of news stories and non-paid radio annoucements was difficult to measure quantitatively, purchased newspaper announcements (APPENDIX B) appeared reliably at least every other day throughout the seven weeks preceding the commencement of the fall session. Combined daily newspaper circulation was estimated to be 60,000 copies with

a readership of 218,179 individuals.

B. Two hundred seventy-four (274) individuals responded to the campaign to provide information and to solicit citizens' inputs to the adult education program of the region. The response rate is one objective measure of citizen interest in the region's adult education programs. This measure is limited by such subjective judgements as the effectiveness of the total effort in terms of such criteria as the face and content validity of the announcements designed to elicit response.

2. Adult Education Population Program supervisors and instructors were asked to poll their 1,408 evening students regarding the influence of the project on their decision to attend (APPENDIX I). The following results were reported.

A. Ninety-one (91) students (6 percent) had called the adult education information number.

B. One hundred seventy-eight (178) students (13 percent) had read the adult education announcement in the newspaper.

C. One hundred four (104) students (7 percent) had heard the adult information announcement on the radio.

3. Questionnaire Analysis - Each of the 274 individuals who requested information were also provided with a questionnaire soliciting their reactions to the program and asking them to suggest future offerings (APPENDIX J). Basic demographic information was also collected with this instrument.

One hundred seventeen (117) of the 274 respondents returned the questionnaires (43 percent). See Item 4 for an analysis of all of the 274 telephone inquiries.

A. Demographic Information. Ninety-seven percent of the respondents were caucasian, 63 percent were women; nearly one-third (32 percent) reported incomes of $5,000 - $9,999; and 24 percent were in the 20 to 25 year old age bracket.

TABLE 1

AGE OF RESPONDENTS

| Age Range | Number | Percent |
|---|---|---|
| Under 20 | 7 | 6 |
| 20-25 | 29 | 24 |
| 26-30 | 14 | 12 |
| 31-35 | 17 | 15 |
| 36-40 | 13 | 11 |
| 41-45 | 15 | 13 |
| 46-50 | 8 | 7 |
| 51 & over | 14 | 12 |
| TOTAL | 117 | 100 |

TABLE 2

FAMILY INCOME OF RESPONDENTS

| Income Range | Number | Percent |
|---|---|---|
| Under $5,000 | 8 | 8 |
| $5 - 9,999 | 33 | 32 |
| $10 - 14,999 | 21 | 20 |
| $15 - 19,999 | 21 | 20 |
| $20 - 24,999 | 10 | 10 |
| $25,000 & over | 10 | 10 |
| TOTAL | 103 | 100 |

B. General Information. Ninety-five (95) percent of the 117 respondents indicated that the information that they had requested had been provided; 83 percent said that they planned to attend the course(s) suggested; 90 percent noted a preference for calling rather than writing for such information; 78 percent indicated that they would not like to attend weekend classes; 85 percent had learned of the information service from the newspaper, 12 percent from radio, and 3 percent from other individuals. Given a choice of hours at which they would prefer to have their evening classes begin, 59 percent selected 7:00 p.m., 31 percent chose 6:30 p.m., and 10 percent preferred 6:00 p.m. Geographic preferences reflected proximity to the respondent's residence.

C. Source of Interest. Multiple and open ended responses were encouraged in response to Question 4 (APPENDIX J): Why are you interested in adult education?

TABLE 3

SOURCES OF INTEREST

| Source | Number | Percent |
|---|---|---|
| Personal Satisfaction | 71 | 30 |
| Skills for a New Job | 69 | 29 |
| General Knowledge | 50 | 22 |
| Improve Present Job Skills | 28 | 12 |
| Other (see below) | 16 | 7 |
| TOTAL | 234 | 100 |

Reasons enumerated under the Other category included:

- To finish a BA or BS degree; have AA now.
- Would like to earn more than a high school diploma and get a better job.
- Wants high school diploma.
- Requirements of my present job.
- To get GED so I can get a job.
- To have some knowledge of another occupation should I ever need it.
- To earn money to attend college.
- I feel I would like enough education to be able to apply for a job if the need arises.
- To prepare me for better note taking in future courses.
- To prepare for re-entry to job market after child raising.
- I have not had a decent job in six years and would like to make something of my life.
- Redevelop skills for a new job.
- Some of the things I had taken before were rusty; some new skills I need hopefully to find a better paying job.
- I'm very interested in getting into the computer field.

D. Course Suggestions. Question 7 (APPENDIX J) asked the respondents to list courses that they would like to see offered in the future. The 57 courses suggested are enumerated in APPENIDX L.

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E. Other Comments. An opportunity to express other comments and suggestions was provided at the end of the questionnaire (APPENDIX J). While no particular value is implied, the respondents comments are summarized in APPENDIX M. An examination of these statements provides the reader with some measure of the attitudes of the participants toward the project.

4. Telephone Inquiry Analysis - A total of 274 calls were received and serviced. Where Item 3 concerned itself with an analysis of the 117 questionnaires returned by these callers, Item 4 deals with the nature of the 274 calls. Bear in mind that the 117 questionnaires analyzed in Item 3 were from individuals who also comprized nearly half of the population discussed in Item 4.

A. Caller Distribution and Characteristics. TABLE 4 provides the data needed to determine during what period of the greatest number of calls was received, the number of calls by geographic area, and the sex of the callers. While detail is available by inspection, TABLE 4 generally confirms the following facts: (1) Sixty-one (61) percent of the callers were women; (2) The greatest number of calls was received during the week of September 6-10th; (3) Listed from the greatest to the least number of calls, the response by geographic region was as follows: Rockingham County 84, Harrisonburg 55, Staunton 54, Augusta County 43, and Waynesboro 38.

TABLE 4

INDIVIDUAL INQUIRIES BY RESIDENCE, SEX, AND WEEK

| Week | Augusta County | | | Harrisonburg | | | Rockingham County | | | Staunton | | | Waynesboro | | | Total | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | W | M | T | W | M | T | W | M | T | W | M | T | W | M | T | W | M | T |
| July 19-23 | 1 | 1 | 2 | 3 | 0 | 3 | 1 | 4 | 5 | 1 | 0 | 1 | 1 | 0 | 1 | 7 | 5 | 12 |
| July 26-30 | 4 | 1 | 5 | 5 | 2 | 7 | 1 | 1 | 2 | 4 | 1 | 5 | 0 | 1 | 1 | 14 | 6 | 20 |
| Aug 2-6 | 1 | 0 | 1 | 2 | 2 | 4 | 7 | 3 | 10 | 3 | 1 | 4 | 0 | 1 | 1 | 13 | 7 | 20 |
| Aug 9-13 | 1 | 0 | 1 | 0 | 1 | 1 | 3 | 2 | 5 | 2 | 0 | 2 | 2 | 0 | 2 | 8 | 3 | 11 |
| Aug 16-20 | 3 | 2 | 5 | 2 | 0 | 2 | 2 | 0 | 2 | 7 | 4 | 11 | 3 | 1 | 4 | 17 | 7 | 24 |
| Aug 23-27 | 5 | 1 | 6 | 10 | 5 | 15 | 13 | 10 | 23 | 11 | 4 | 15 | 7 | 3 | 10 | 46 | 23 | 69 |
| Aug 30 - Sep 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sep 6-10 | 13 | 10 | 23 | 14 | 9 | 23 | 17 | 20 | 37 | 11 | 5 | 16 | 8 | 11 | 19 | 63 | 55 | 118 |
| TOTAL | 28 | 15 | 43 | 36 | 19 | 55 | 44 | 40 | 84 | 39 | 15 | 54 | 21 | 17 | 38 | 168 | 106 | 274 |

Key to abbreviations: W=Women; M=Men; T=Total

B. Caller Distrbution by Course Requested. TABLE 5 provides the data necessary to examine the frequency of the courses requested by geographic region. This contrasts with TABLE 4 which concerned itself with the individual telephone calls and did not take into account the multiple course requests of single callers which resulted in a total of 473 individual course referrals. By examining TABLE 5 the reader notes that typing and shorthand were the most frequently requested courses, followed by bookkeeping, carpentry & woodworking, real estate, and GED. Similar information is available in TABLE 5 for all of the sixty-nine courses requested.

5. Financial Statement - The total cost of the project was $2,054.15 which included $1,195.55 in staff time contributed by the participating institutions. A complete statement of costs in found in APPENDIX K.

TABLE 5

INQUIRIES BY COURSE AND PLACE OF RESIDENCE

| Course Classification | Place of Residence | | | | | | |
|---|---|---|---|---|---|---|---|
| | Augusta County | Harrisonburg | Rockingham County | Staunton | Waynesboro | Other | Total |
| Accounting | 1 | 4 | 2 | 1 | 0 | 0 | 8 |
| Adams Chronicles | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Agriculture | 2 | 0 | 1 | 0 | 0 | 0 | 3 |
| Air Cond. & Ref. | 1 | 1 | 4 | 0 | 2 | 0 | 8 |
| Amateur Radio | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Auto Mechanics | 3 | 0 | 7 | 5 | 3 | 0 | 18 |
| Banking | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Blueprint | 2 | 2 | 1 | 0 | 0 | 0 | 5 |
| Bookkeeping | 5 | 9 | 9 | 4 | 2 | 0 | 29 |
| Bricklaying | 0 | 1 | 6 | 0 | 1 | 0 | 8 |
| Business Machines | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Business Management | 1 | 3 | 3 | 2 | 2 | 0 | 11 |
| Carpentry & Woodworking | 3 | 3 | 9 | 8 | 4 | 0 | 27 |
| Chemistry | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| CLEP testing | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| College, general | 0 | 1 | 0 | 1 | 4 | 0 | 6 |
| Computer, keypunch, & D.P. | 4 | 1 | 5 | 3 | 3 | 0 | 16 |
| Commerical food | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Cosmetology | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Crafts | 0 | 1 | 0 | 0 | 1 | 0 | 2 |
| Decorating | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| Diesel Mechanics | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Drafting | 1 | 2 | 1 | 0 | 0 | 0 | 4 |
| Driver Education | 0 | 1 | 0 | 0 | 1 | 0 | 2 |
| Electricity | 1 | 0 | 2 | 2 | 1 | 1 | 7 |
| Electronics | 2 | 1 | 0 | 1 | 2 | 0 | 6 |
| Emergency Medical | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| English | 0 | 0 | 1 | 2 | 0 | 0 | 3 |
| Exercise | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Filing & Records | 1 | 2 | 11 | 0 | 0 | 0 | 14 |
| First Aid | 0 | 0 | 1 | 0 | 0 | 0 | 1 |

...table continued

TABLE 1 (Continued)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Flying | 4 | 2 | 1 | 1 | 1 | 1 | 10 |
| French | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| GED | 2 | 4 | 9 | 4 | 4 | 0 | 23 |
| Gerontology | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| German | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| Health Aide | 5 | 0 | 2 | 5 | 3 | 0 | 15 |
| History | 1 | 0 | 0 | 0 | 1 | 0 | 2 |
| Home Greenhouse | 3 | 0 | 0 | 2 | 2 | 0 | 7 |
| Insurance | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Law | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Learning Disabilities | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| LPN | 0 | 8 | 11 | 2 | 1 | 0 | 22 |
| Machine Tool | 1 | 0 | 2 | 0 | 0 | 0 | 3 |
| Manual Communications | 0 | 1 | 1 | 1 | 0 | 0 | 3 |
| Math | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Merchandising | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Oil Painting | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Optical Technician | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| OSHA | 0 | 0 | 3 | 0 | 0 | 0 | 3 |
| Philosophy | 0 | 1 | 0 | 0 | 2 | 0 | 3 |
| Photography | 5 | 3 | 3 | 5 | 3 | 0 | 19 |
| Plumbing & Heating | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Public Speaking | 1 | 2 | 1 | 0 | 2 | 0 | 6 |
| Real Estate | 2 | 9 | 7 | 6 | 3 | 0 | 27 |
| Religion | 1 | 1 | 1 | 0 | 0 | 0 | 3 |
| Sewing | 0 | 0 | 2 | 2 | 2 | 0 | 6 |
| Shorthand | 5 | 5 | 9 | 8 | 6 | 0 | 33 |
| Small Engine Repair | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Spanish | 0 | 2 | 1 | 1 | 0 | 0 | 4 |
| Speed Reading | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| Study Skills | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Surveying | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| Taxes | 0 | 1 | 3 | 0 | 1 | 0 | 5 |
| Teacher Certification | 1 | 0 | 2 | 1 | 0 | 0 | 4 |
| Typing | 9 | 6 | 8 | 9 | 7 | 0 | 39 |
| Upholstering | 0 | 0 | 1 | 1 | 0 | 0 | 2 |
| Watercolor | 2 | 6 | 0 | 1 | 0 | 0 | 9 |
| Welding | 3 | 0 | 5 | 0 | 7 | 1 | 16 |
| TOTAL | 74 | 90 | 142 | 84 | 79 | 4 | 473 |

## CONCLUSIONS AND RECOMMENDATIONS

The project surpassed any previous regional effort to pool adult education resources and to conduct a sustained, broadly based public information effort. Working level communication was established and maintained for a period of months among the region's educational institutions.

With a minimum of financial resources and no fulltime personnel, the 162,000 citizen region was informed of the services available and availed the opportunity to communicate with the educational establishment with ease for a period of nearly two months. Both the mechanical equipment and the response system functioned quite adequately and gave every indication of being capable of handling a substantially greater number of calls.

The response level of 274 calls was disappointing considering the population base, the extent of the information effort, and the duration of the project. While no numerical level was established as a success criterion, more calls were anticipated.

Determination of the project's success or the lack of it is best left to the reader's judgment and personal perspective. In the opinion of the project director, it was quite successful as a broadly based and sustained public

information effort; it was a more limited success in terms of active citizen participation.

The relative lack of citizen response can be attributed to one or more of at least three factors: (1) The basic core population of the adult evening programs was already aware of the services and was sufficiently motivated to obtain enrollment information independently; (2) The vast majority of the general population lacked sufficient interest in the adult education program to inquire about existing courses or to suggest further services; and (3) The project's media campaign and telephone response system did not communicate successfully with the general population. Attributing proper weight to these and other factors possibly related to the response rate is a matter of judgment best made by the reader on the basis of the objective materials provided in this report.

In light of the current fiscal climate, the project is not being recommended for continuation under local funding. A similar project based on this model might well be considered in the future as a joint outreach endeavor of the region's educational institutions.

# APPENDIX A

## ANSWERING DEVICE SCRIPT

THANK YOU FOR CALLING THE ADULT EDUCATION INFORMATION NUMBER. WHEN THIS RECORDED MESSAGE ENDS, PLEASE STATE YOUR NAME AND MAILING ADDRESS, THEN DESCRIBE BRIEFLY THE KIND OF TRAINING THAT YOU WOULD LIKE TO PURSUE. THE RANGE OF POSSIBLE ADULT EDUCATION COURSES IS WIDE, INCLUDING EVERYTHING FROM BASIC READING, WRITING, AND ARITHMETIC TO HIGH SCHOOL PREPARATION, SPECIFIC SHOP AND BUSINESS SKILLS, TOPICS OF A PERSONAL INTEREST, AND COLLEGE LEVEL COURSES, THE ANSWERING SERVICE IS CHECKED DAILY; YOUR REQUEST WILL BE COMPARED TO THE FALL EVENING COURSE LISTINGS OF THE PUBLIC SCHOOLS IN AUGUSTA AND ROCKINGHAM COUNTIES; THE CITIES OF HARRISONBURG, STAUNTON, AND WAYNESBORO; BLUE RIDGE COMMUNITY COLLEGE; AS WELL AS MASSANUTTEN AND VALLEY VOCATIONAL TECHNICAL CENTERS. YOU WILL RECEIVE A LETTER LISTING INFORMATION ON COURSES THAT APPEAR TO MEET YOUR NEEDS. WE WOULD ALSO WELCOME YOUR COMMENTS ON SPECIFIC COURSES THAT YOU WOULD LIKE TO SEE OFFERED IN THE FUTURE. PLEASE BEGIN NOW BY STATING YOUR NAME AND MAILING ADDRESS, THEN DESCRIBE THE KIND OF TRAINING THAT YOU WOULD LIKE TO KNOW MORE ABOUT...PLEASE SPELL YOUR LAST NAME AND SPEAK CLEARLY SO THAT WE CAN MAKE AN ACCURATE RESPONSE TO YOUR REQUEST. THANK YOU FOR CALLING...

APPENDIX B

NEWSPAPER ANNOUNCEMENTS

A.

FALL 1976

**ADULT EDUCATION**

**INFORMATION NUMBER**

**234-8750**

Call 24 hours-a-day to leave your request for specific course information and your name and address for your prompt written reply. The variety of courses available is large, ranging from basic schooling to college courses, shop and business skills, and personal interest subjects. All are evening offerings of the public schools of Augusta and Rockingham Counties, Harrisonburg, Staunton, Waynesboro, Blue Ridge Community College and Massanutten and Valley Vocational-Technical Centers. You are also encouraged to make suggestions for future courses.

A service of Region 3 Adult Education Coordinating Committee
Box 80, Weyers Cave, Va. 24486

Equal Opportunity/Affirmative Action Institution

B.

Waynesboro, Staunton
Augusta County

**ADULT EDUCATION**

***Fall Offerings***

Home greenhouse, watercolor, keypunch, typing, bookkeeping, shorthand, business English, computer programming, ward secretary, hospital aide, blueprints, welding, carpentry, millwork & cabinetry, electricity, electronics, machine shop, auto servicing, auto alignment, commercial food, electrical code, refrigeration & AC, adult basic education, G.E.D. (high school), sewing, driver education, metrics, wiring, real estate, business mgmt., photography, flying, merchandising, philosophy, old testament, public speaking, history, sociology, accounting, manual communications, Adams Chronicles, college courses...

**FOR DETAILS CALL: 234-8750 24 hours a day/7 days a week. Region 3 Adult Education Committee.**

C.

Harrisonburg Area

**ADULT EDUCATION**

**Fall Offerings**

Woodworking, bricklaying, welding, LPN, clothing construction, adult basic education, flying, photography, watercolor, G.E.D. (high school), typing, bookkeeping, shorthand, metrics, income tax, drug education for parents, young farmers, farm machinery & mechanics, filing, record keeping, young homemakers, blueprint reading, drafting, wiring, machine tool, dietary aide, industrial hydraulics, refrigeration & AC, auto mechanics, school food service, real estate, credit & collections, inventory control, sales, small business mgmt., OSHA, customer relations, accounting, computer programming, merchandising, philosophy, old testament, public speaking, history, sociology, college courses, manual communications, Adams Chronicles ...

**FOR DETAILS CALL 234-8750 24 hours a day- 7 days a week Region 3 Adult Education Committee.**

GENERAL ANNOUNCEMENT:

A. All three regional newspapers mid-July through mid-August.

SPECIFIC ANNOUNCEMENTS:

B. Course listing for the Waynesboro, Staunton, and Augusta County area newspapers mid-August through mid-September.

C. Course listings for the Harrisonburg and Rockingham County area newspaper mid-August through mid-September.

APPENDIX C

REGION 3 ADULT EDUCATION COORDINATING COMMITTEE
BOX 80, WEYERS CAVE, VIRGINIA 24486
Telephone (703) 234-2461 or 885-5960, Ext. 211

Contact: David Eyler
234-2461 Ext 212

NEWS RELEASE

July 19, 1976

This year local residents who may be interested in determining what evening courses are available to them through the area's educational institutions will have their job made easier. All that is necessary is to pick up their telephone anytime, 24 hours a day, seven days a week, and call the adult education information number at 234-8750. Callers will be greeted by a brief recorded explanation of the service and then asked to leave their name, address, and a description of the kind of course that they would like to know more about. Within a day or so they will receive a listing of courses that appear to meet their particular needs, along with any available information on who is teaching the course, where it will be held, any costs involved, and a contact for further details and registration information.

The adult education information number is a service of the Region 3 Adult Education Coordinating Committee which is composed of local citizens and school officials of the public schools of Augusta and Rockingham counties, the cities of Harrisonburg, Staunton, and Waynesboro, and Blue Ridge Community College. The 234-8750 number and answering service will operate through mid-September. Its purpose is to make course information readily available to the public and to make it convenient for them to make their desires for future course offerings known by simply making a telephone call at a time that is most convenient to them.

Region 3's representatives stress the fact that a very wide selection of courses are available to the adult learner. There is everything from instruction in basic reading, writing, and arithmetic to high school preparation, specific shop and business skills, topics of a personal interest, and college level courses. Your inquiry for the fall and suggestions for future course offerings are welcomed at the adult education information number 234-8750.

APPENIDX D

THE NEWS-VIRGINIAN, Waynesboro, Va. Tuesday, July 20, 1976

# Adult Education Service Launched

WEYERS CAVE (Special) — Local residents who may be interested in determining what evening courses are available to them through the area's educational institutions will have their job made easier. All that is necessary is to pick up their telephone anytime, 24 hours a day, seven days a week, and call the adult education information number at 234-8750.

Callers will be greeted by a brief recorded explanation of the service and then be asked to leave their name, address, and a description of the kind of course that they would like to know more about. Within a day or so they will receive a listing of courses that appear to meet their particular needs, along with any available information on who is teaching the course, where it will be held, any costs involved, and a contact for further details and registration information.

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The 234-8750 number and answering service will operate through mid-September. Its purpose is to make course information readily available to the public and to make it convenient for them to make their desires for future course offerings known by simply making a telephone call at a time that is most convenient to them.

Region 3's representatives stress the fact that a very wide selection of courses is available to the adult learner. There is everything from instruction in basic reading, writing, and arithmetic to high school preparation, specific shop and business skills, topics of a personal interest and college level courses.

Suggestions for future course offerings are welcomed at the adult education information number 234-8750, a spokesman said.

2 Staunton, Va., Leader, Tuesday, July 20, 1976

# Information available on adult education

WEYERS CAVE — This year area residents who may be interested in determining what evening courses are available to them through the area's educational institutions will have their job made easier.

All that is necessary is to pick up their telephone anytime, 24 hours a day, seven days a week, and telephone the adult education information number at 234-8750.

Callers will be greeted by a brief recorded explanation of the service and then asked to leave their name, address and a description of the kind of course they would like to know more about. Within a day or so they will receive a listing of courses that appear to meet their particular needs, with any available information on who is teaching the course, where it will be held, any costs involved and a contact for further details and registration information.

The adult education information number is a service of the Region 3 Adult Education Coordinating Committee which is composed of area residents and officials of the public schools of Augusta and Rockingham counties, Harrisonburg, Staunton, Waynesboro and Blue Ridge Community College.

The 234-8750 number and answering service will operate through mid-September. Its purpose is to make course information readily available to the public and to make it convenient for them to make their desires for future course offerings known by simply making a telephone call at the time that is most convenient to them.

Region 3's representatives stress the fact that a very wide selection of courses are available to the adult learner. There is everything from instruction in basic reading, writing and arithmetic to high school preparation, specific shop and business skills, topics of a personal interest and college level courses.

# Adult Service Installs Phone

A 24-hour phone service providing information about evening adult courses held in the central Shenandoah Valley is now in operation, a spokesman announced Tuesday.

The service, operated by an adult education coordinating committee at Weyers Cave, provides registration instructions, cost and the details about where a particular course will be held.

To contact the information service, persons may call 234-8750.

Callers will hear a brief explanation of the service and then be asked to leave their name, address and a description of the kind of course they would like to know more about. The information will be sent to the person requesting it.

The information number is a service of the Region 3 Adult Education Coordinating Committee, which includes local citizens and school officials of the public schools of Augusta and Rockingham counties, the cities of Harrisonburg, Staunton and Waynesboro and Blue Ridge Community College.

The service will operate through mid-September.

DAILY NEWS RECORD, HARRISONBURG, VIRGINIA
WEDNESDAY, JULY 21, 1976

# APPENDIX E

## RADIO ANNOUNCEMENT SCRIPT

THE REGION 3 ADULT EDUCATION COORDINATING COMMITTEE IS SPONSORING A 24-HOUR-A-DAY TELEPHONE ANSWERING SERVICE FOR THE PURPOSE OF PROVIDING INFORMATION ON FALL 1976 EVENING COURSES TO BE OFFERED BY THE PUBLIC SCHOOLS OF AUGUSTA AND ROCKINGHAM COUNTIES, THE CITIES OF HARRISONBURG, STAUNTON, AND WAYNESBORO; BLUE RIDGE COMMUNITY COLLEGE; AND MASSANUTTEN AND VALLEY VOCATIONAL-TECHNICAL CENTERS. IF YOU WOULD LIKE TO HAVE INFORMATION REGARDING ANY TYPE OF ADULT EDUCATION COURSE FROM BASIC SKILLS TO COLLEGE COURSES, CALL 234-8750 AND LEAVE YOUR REQUEST. YOU ARE ALSO ENCOURAGED TO SUGGEST AREAS OF INTEREST IN WHICH YOU WOULD LIKE TO SEE FUTURE COURSES OFFERED. THE NUMBER AGAIN IS 234-8750 AND YOUR CALL IS WELCOMED 24 HOURS-A-DAY.

APPENDIX F

TRANSCRIBING FORM

NAME: _____ DATE: _____

ADDRESS: _____

_____

INTERESTS: _____

_____

COURSE RECOMMENDATIONS:

COURSE TITLE:
LOCATION:
DAY & TIME:
BEGINNING DATE:
COST & LENGTH:
INSTRUCTOR:
FOR DETAILS CALL:

COURSE TITLE:
LOCATION:
DAY & TIME:
BEGINNING DATE:
COST & LENGTH:
INSTRUCTOR:
FOR DETAILS CALL:

COURSE TITLE:
LOCATION:
DAY & TIME:
BEGINNING DATE:
COST & LENGTH:
INSTRUCTOR:
FOR DETAILS CALL:

COURSE TITLE:
LOCATION:
DAY & TIME:
BEGINNING DATE:
COST & LENGTH:
INSTRUCTOR:
FOR DETAILS CALL:

COURSE TITLE:
LOCATION:
DAY & TIME:
BEGINNING DATE:
COST & LENGTH:
INSTRUCTOR:
FOR DETAILS CALL:

COURSE TITLE:
LOCATION:
DAY & TIME:
BEGINNING DATE:
COST & LENGTH:
INSTRUCTOR:
FOR DETAILS CALL:

APPENDIX G

## REGION 3 ADULT EDUCATION COORDINATING COMMITTEE

BOX 80, WEYERS CAVE, VIRGINIA 24486
Telephone (703) 234-2461 or 885-5960, Ext. 211

FALL 1976 COURSE INFORMATION

Thank you for calling our information number. In response to your inquiry, let us suggest that you pursue the possibilities described below. If you intend to take a course, please let the school know of your interest now since enrollments are sometimes limited.

| | |
|---|---|
| COURSE TITLE: | COURSE TITLE: |
| LOCATION: | LOCATION: |
| DAY & TIME: | DAY & TIME: |
| BEGINNING DATE: | BEGINNING DATE: |
| COST & LENGTH: | COST & LENGTH: |
| INSTRUCTOR: | INSTRUCTOR: |
| FOR DETAILS CALL: | FOR DETAILS CALL: |
| COURSE TITLE: | COURSE TITLE: |
| LOCATION: | LOCATION: |
| DAY & TIME: | DAY & TIME: |
| BEGINNING DATE: | BEGINNING DATE: |
| COST & LENGTH: | COST & LENGTH: |
| INSTRUCTOR: | INSTRUCTOR: |
| FOR DETAILS CALL: | FOR DETAILS CALL: |
| COURSE TITLE: | COURSE TITLE: |
| LOCATION: | LOCATION: |
| DAY & TIME: | DAY & TIME: |
| BEGINNING DATE: | BEGINNING DATE: |
| COST & LENGTH: | COST & LENGTH: |
| INSTRUCTOR: | INSTRUCTOR: |
| FOR DETAILS CALL: | FOR DETAILS CALL: |

OTHER COMMENTS: _____

_____

_____

LOCATIONS KEY

| | |
|---|---|
| A | Augusta County Adult Learning Center |
| B | Blue Ridge Community College |
| C | Broadway High School |
| D | Elkton High School |
| E | Harrisonburg High School |
| F | John Lewis Junior High School |
| G | Lee High School |
| H | Massanutten Vocational-Technical Center |
| I | Montevideo High School |
| J | Turner Ashby High School |
| K | Valley Vocational-Technical Center |

TELEPHONE KEY

| | |
|---|---|
| 1 | 886-2379 Mr. Wilkins |
| 2 | 886-6822 Mr. McCarrick |
| 3 | 885-4700 Mr. Young |
| 4 | 434-5961 Mr. Mitchell |
| 5 | 433-2651 Mr. Andes |
| 6 | 433-2651 Mr. Moad |
| 7 | 434-5961 Mr. Long |
| 8 | 434-6794 Mr. Weaver |
| 9 | Extension 250 at 234-2461 or 885-5960 |

(Note.- In most cases the secretary can provide the information needed)

*SO THAT WE MAY SERVE YOU BETTER IN THE FUTURE... PLEASE COMPLETE AND RETURN THE BRIEF QUESTIONNAIRE THAT ACCOMPANIES THIS COURSE INFORMATION.*

APPENDIX H

COURSE DATA SUMMARY

1. COURSE TITLE: Beginning Typing
LOCATION: G
DAY & TIME: Wed 7-9:30 pm
BEGINNING DATE: Sept
COST & LENGTH: $30
INSTRUCTOR: Dingledine
FOR DETAILS CALL: 2

2. COURSE TITLE: Beginning Typing
LOCATION: K
DAY & TIME: Mon 7-10 pm
BEGINNING DATE: Sept
COST & LENGTH: $40, 20 weeks
INSTRUCTOR: Not Listed
FOR DETAILS CALL: 1

3. COURSE TITLE: Personal Typing
LOCATION: B
DAY & TIME: Wed 6:30-9:20 pm
BEGINNING DATE: Register 9/27-28
COST & LENGTH: $22 + books
INSTRUCTOR: Anderson
FOR DETAILS CALL: 9

.
.
.
36.

NOTE: This page has been prepared for illustrative purposes only. It shows the format used to list the basic information required for the thirty-six most frequently referenced courses. Using this summary, a single number (1-36) written on the transcribing form provides the secretary with sufficient information to complete the form letter.

APPENDIX I

ADULT EDUCATION CLASS SURVEY

REGION 3 ADULT EDUCATION COORDINATING COMMITTEE
BOX 80, WEYERS CAVE, VIRGINIA 24486
Telephone (703) 234-2461 or 885-5960, Ext. 211

MINI GRANT FOLLOW-UP QUESTIONNAIRE

Name: _____

School: _____

1. Our total adult education enrollment (do not include apprentices) for the fall session 1976 is _____.

2. A poll of our adult education students revealed the following responses to the question: I LEARNED ABOUT THE ADULT EDUCATION COURSES THAT I AM ATTENDING THIS FALL BY ...

   A. Calling the Adult Education Information Number?

      Yes / _____ No / _____

   B. Reading the Adult Education Information Number announcement in the newspaper?

      Yes / _____ No / _____

   C. Hearing the Adult Education Information Number announcements on the radio?

      Yes / _____ No / _____

   D. Other: _____

      _____

      _____

APPENDIX J

**REGION 3 ADULT EDUCATION COORDINATING COMMITTEE**
BOX 80, WEYERS CAVE, VIRGINIA 24486
Telephone (703) 234-2461 or 885-5960, Ext. 211

ANONYMOUS QUESTIONNAIRE

Note: Omit any question that you prefer not to answer.

1. Did we provide the information that you requested? ___Yes ___No

2. Do you plan to attend? ___Yes __No

3. Would you normally prefer to call or write for the kind of information that we are providing? ____Call ___Write

4. Why are you interested in adult education? (Check one or number them if more than one reason applies, one being the most important.)

   _____ Personal Satisfaction _____General Knowledge
   _____ Improve Present Job Skills _____Develop Skills For A New Job
   _____ Other (Describe) _____
   _____

5. I would like to take weekend courses. __Yes __No

6. The best time for evening courses to begin is: __6PM __6:30PM __7PM

7. I would like to see future courses offered in the following subject areas:

   _____

8. The best location for me would be: (Rank them if more than one applies.)

   ____Harrisonburg ___Staunton ____Waynesboro ___Fishersville
   ____Weyers Cave (Blue Ridge Community College)

9. I learned of the information number from: ___Radio ___Newspaper
   ____Other (List: _____.)

10. Age range: ___Under 20 ___31 - 35 ___46 - 50
    ___20 - 25 ___36 - 40 ___51 and over.
    ___26 - 30 ___41 - 45

11. Combined annual family income range: ____Under $5,000 ___15 - 19,999
    ____5 - 9,999 ___20 - 24,999
    ____10 - 14,999 ___25,000 and over

12. Sex: _Female __Male

13. Race: __White ___Minority

14. Other comments or suggestions.

# APPENDIX K

## FINANCIAL STATEMENT

| | | GRANT | LOCAL | TOTAL |
|---|---|---|---|---|
| I. | DIRECT COSTS | | | |
| | A. Personnel | $ -0- | $1,195.55 | $1,195.55 |
| | B. Travel | 31.80 | -0- | 31.80 |
| | C. Supplies & Materials | | | |
| | Printing | 78.80 | -0- | 78.80 |
| | Final Report | 47.41 | -0- | 47.41 |
| | D. Communications | | | |
| | Postage | 106.26 | -0- | 106.26 |
| | Telephone | 122.13 | -0- | 122.13 |
| | Newspaper | 472.20 | -0- | 472.20 |
| | E. Services | -0- | -0- | -0- |
| | F. Equipment | -0- | -0- | -0- |
| | G. Other Direct Costs | -0- | -0- | -0- |
| II. | TOTAL COSTS | $858.45 | $1,195.55 | $2,054.15 |
| III. | COST SHARING PERCENT | 42 | 58 | 100 |

COMMENTS:

Personnel - The local personnel contribution to the project consisted of 81.5 hours of clerical support at $3.84 per hour and 83.5 hours of professional support at $10.57 per hour. An average of fifteen minutes of clerical and professional time was needed to respond to each of the two hundred seventy-four calls received. The $1,195.55 total represents the value of fixed salaries for the time contributed by the participating staff members.

## APPENDIX L

### COURSE SUGGESTIONS

Accounting
Acetylene Welding
Advanced Oil Painting
Animal Science
Amateur Radio
Art
Astronomy
Auto Shop
Ballroom Dancing
Being a receptionist
Bookkeeping
Business Management
Cabinet Making
Cake Decorating
Construction Related Courses
Cooking
Cosmetology
Counseling
Creative Writing
Data Processing/Systems Analysis
Doctor's Receptionist
DP and Keypunch
Early Childhood Education
Ecology
Exercise
Filing
Furniture Refinishing
General Business
German
Gourmet cooking
How to Find a Job
Human Relations Skills
Interior Design
Intermediate Organic Gardening
Journalism
Landscaping
Medical Secretary
Modern Literature
Motivation
Needlework
Office Machines
Optics
Photography
Pottery
Psychology
Real Estate
Schematic Reading
Secretarial Science
Shorthand
Solar Heating
Speedwriting
Taxes
Teacher Certificate
Tool & Die
Typing (dictation)
Upholstring
Weaving

APPENDIX M

COMMENTS AND SUGGESTIONS

-Thank you for your help. This committee is very valuable to our community.

-Was layed off from my job at Stanley Furniture Company.

-Now taking typing at Broadway High School. I appreciate so much being able to take courses.

-Like to see more of a variety of evening courses. I would like to continue my education and evenings are the only time that is acceptable to me and many other adults.

-I am quite pleased that photography is finally being offered. I investigated _____'s course and prefer yours at _____.

-Offer extension courses (for teacher certification) from Madison or U. VA at BRCC in the evening.

-Just wish more adults could be stimulated to attend.

-Great for future personal satisfaction, must take certification courses now.

-Would prefer a person to a recorder (telephone answering service).

-Thank you for the prompt service.

-Thank you for your rapid reply. I appreciate the personal and thorough attention you gave my request.

-I cannot attend due to the fact that no night course was offered in the subject I am interested in.

-Recently lost my husband and want to learn to be a receptionist.

-I feel the Adult Education Coordinating Committee is an excellent idea and should be continued.

-It is uncanny, the manner whereby you have aided me on numerous occasions to take a step further toward a goal I have in mind.

-This appears to be a fantastic program. Keep it going!

APPENDIX M
(continued)

-Thank you for the information you sent me.

-This is my second request because I changed my plans. Each request was answered promptly and efficiently. You provide a very important service.

-Start advertising earlier. Only reason I won't use this is because I wanted the course, didn't know what you offered, and I had to register for it at Madison before I got your information.

-The prompt reply to my inquiry is extremely appreciated.

-Would have liked to receive a brochure on the course telling length, requirements, etc.

-Good idea to advertise in paper.

-I think questions 12 and 13 (sex and race) are not only prejudice but stupid.

-Do away with question 13 (race).

-Keep up the good work.

-A broad range of subjects is offered.

-I could never get enough info on the course to decide if it was worth considering - I called twice.

-I think child care courses would be useful if taught to the young adults in high schools before they start to raise children. I feel that a qualified instructor should cover such things as child abuse and why it occurs, frustrations and how to seek help, motivation, and money management.

-Should provide all available classes in all locations not just one.

-Less $$$

-I would like to know more about the courses.

-Having difficulty getting course details.

-I had asked for wiring, but got fundamentals of flight instead. All the others were correct.

-Very good idea to coordinate this.